



# LEARNING STYLES AMONG THE TRIBAL UNDERGRADUATE STUDENTS IN RELATION TO SELF-EFFICACY

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## ABSTRACT

We know that just as there are differences in the abilities and skills of each individual according to their individual difference, there are also differences in their learning style. Self-Efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations (Bandura, 1977). Learning style largely influences a person's self-efficacy. As a result, a relationship emerges between learning styles and self-efficacy of tribal undergraduate students. The researchers have tried to study the relationship between learning styles and self-efficacy of tribal undergraduate students in this descriptive survey method. The data were collected from 253 tribal undergraduate students from different general degree colleges through stratified random sampling method. The results of the study showed that there was a significant and positive relationship between learning style and self-efficacy in respect to the gender. So, from this research result, it is quite clear that there is a significant and positive relationship between learning style and self-efficacy of tribal undergraduate students.

**KEYWORDS:** Learning Style, Self-Efficacy, Tribal, Undergraduate Students, Relationship

## 1. INTRODUCTION

A huge change has seen in recent years in the course of education, system of education, teaching-learning process, evaluation, etc. Sheal (1989) noted that the global attention has shifted from the teacher to the knowledge transmission, and how best to enhance the transmission of information as well as knowledge, to concentrate on the learner and how best to facilitate them and their learning. Learning process is the heart of the whole system. Therefore, learning has always been a most important area of research interest for many researchers, particularly those interested in studying the learning process. Nowadays, it is necessary for students to take an active position throughout the learning process, which is very important for building a healthy and balanced society. Research on student active participation in the learning-teaching process has shown a certain degree of relationship between teaching effectiveness and student characteristics (Lunenberg & Volman, 1999; Stern & Huber, 1997). In particular, the concept of student characteristics is mainly associated with the concept of learning style. Learning styles reflects on how one learns best, and the best strategies than others. The concept of individualized learning patterns was first developed in the 1970s and has been generally embraced and popularise in recent years. Mehra and Thakur (2008) state that the learning style is the way of thinking of an individual, is not an ability. Each and every individual has a own learning style. Learning styles are dynamic and there are many different ways to learn. Just as students' talents, interests, abilities, disabilities, etc. differ, so do their learning styles. For example, some students are comfortable with literature while others have in numbers, data, and algorithms. Some people like physical activity, whilst others differ from it..

Social cognitivist Albert Bandura (1977) first introduced the term and concept of self-efficacy in the late 60s that was the mostly valuable contribution to social cognitive theory. The concept of self-efficacy means self-referent thinking mediates between awareness and behavior, and therefore, by self- reflection, individuals assess their own perceptions and processes of thought. In his social cognitive theory, Bandura (1986) observed that people are seen as self- organizing, constructive and self-regulating, rather than as passively reactive individuals conditioned by environmental factors or motivated by hidden inner desires. It means being optimist or having self-belief on ones abilities and potential. It means believing self and capable of bringing positive and successful results. Bandura (1997) remarked that the self-reflection process requires a focus on our convictions about ourselves, which in turn involves an examination of the degree to which we exert control over ourselves. It is an evaluation of our influences over our beliefs, attitudes, values, climate and actions. A person's belief about their capabilities and capacity to accomplish a task or to deal with the challenges of life. In other words, self-efficacy is the belief in our ability to succeed in specific situation.

The word 'tribe' indicates one common type of social groups, whose members speak a common dialect, have a single and separate government, and work together for some common purpose, such as welfare.

Majumdar (1967) defined 'tribe' as "a collection of families, or group of families, having a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession or occupation

and have developed well assessed system of reciprocity and mutuality and obligations.”

According to the 2011 census; 8.6% of the total population in the country and 5.8% of the total population in the state of West Bengal are schedule tribe. West Bengal is inhabited by people of various tribal communities, such as; Asur, Bedia or Bediya, Bhumij, Birhor, Kora, Lodha or Kheria or Kharia, Mahali, Mahli, Munda, Oraon, Santal, etc.

In the present study the investigators tried to found out the relationship between learning styles and self-efficacy of tribal undergraduate students in respect to their gender.

## 2. SIGNIFICANCE OF THE STUDY

This study will focus to very important and significant contribution in the field of educational psychology. This study by the researchers tried to reach a conclusion on how much learning style is related to the self-efficacy of tribal undergraduate students. Which will basically make students aware of their learning style, as well as the student will be aware of his/her level of self-efficacy. At the same time, it will make teachers very aware of the teaching process. If there is knowledge about the differences in learning styles and the level of self-efficacy, the teacher will be able to try to carry out the teaching process accordingly. In addition, policy makers will get a glimpse of the trends and possibilities of the community, society, and can take appropriate steps accordingly.

## 3. REVIEW OF RELATED LITERATURE

The investigators have made an honest and scholarly attempt in locating, selecting and summarizing resources of the similar study by various scholars. The literature pertaining to the present investigation has been reviewed under but there are three reviews are included;

Rinkle (2023), investigated that the positive and significant relationship between learning styles and self-efficacy of school students. And there was no significant difference in self-efficacy in respect to the gender and the locale. Also, it revealed that significant difference between in the learning styles.

Suman (2018), showed that the significant and positive relationship between learning style and self-efficacy of senior secondary school students. It means that senior secondary school students have better learning style, if they have higher level of self-efficacy.

Negahi, M. et al. (2015), revealed that, considering gender and field of study, there was a significant difference among the learning styles of students. Considering academic self-efficacy, the results showed that there was a significant difference among humanities and engineering students. It also indicated the higher self-efficacy engineering students than that of humanities students and the higher rate of self-efficacy for males than that for females.

## 4. OBJECTIVES OF THE STUDY

The objectives of this study are following;

- To study the relationship between learning style and self-efficacy of tribal undergraduate students.
- To study the relationship between learning style and self-efficacy of tribal undergraduate students in respect to the gender.

## 5. HYPOTHESES

The hypotheses of this study are following;

- H<sub>01</sub>:** There is no significant relationship between learning style and self-efficacy of tribal undergraduate students.
- H<sub>02</sub>:** There is no significant relationship between the learning style and self-efficacy of male tribal undergraduate students.
- H<sub>03</sub>:** There is no significant relationship between the learning style and self-efficacy of female tribal undergraduate students.

## 6. METHODOLOGY

In this study, the descriptive survey method was used in basis of nature of the problem. Data were collected through two self developed and standardized tools like; Learning Styles Scale (LSS), and Self-Efficacy Scale (SES). The sample comprised of 253 (males 130, females 123) tribal undergraduate students selected from four districts such as; Purulia, Bankura, Paschim Medinipur and Jhargram of West Bengal. The area of sample has been selected to facilitate the researchers' work. Data were collected through stratified sampling method from the tribal undergraduate students of different general degree colleges in West Bengal. In this study, the population consisted of tribal undergraduate students studying in general degree colleges of West Bengal. The investigators developed two questionnaires; such as Learning Styles Scale (LSS) and Self-Efficacy Scale (SES) for gather data from the undergraduate students. These tools were used in this study for collect data. The data were analyzed by descriptive statistics. Mean, standard deviation, and Pearson's product moment were computed to examine the relationship between the variables.

## 7. ANALYSIS AND INTERPRETATION

The study presents statistical analysis and correlations between learning style and self-efficacy of total tribal undergraduate students as well as in respect to their gender also.

**H<sub>01</sub>:** There is no significant relationship between learning style and self-efficacy of tribal undergraduate students.

Groups	N	df	r	p-value	Significance
Learning Styles	253	251	0.49	0.00	Significant at 0.05 level
Self-efficacy					

**Table 1: Relationship between Learning Styles and Self-efficacy of Total Tribal Undergraduate Students**

**Interpretation:** As per the H<sub>01</sub> (There is no significant relationship between learning style and self-efficacy of tribal undergraduate students), the null hypothesis was rejected. It means that there was significant relationship between the scores of learning styles and self-efficacy level of total tribal undergraduate students at 0.05 level as the p-value of 0.00

is less than 0.05 for df 251. The correlation value ( $r$ ) is 0.49 which is positively indicating that self-efficacy level increases significantly when learning styles increases.

**H02: There is no significant relationship between the learning style and self-efficacy of male tribal undergraduate students.**

Groups	N	df	r	p-value	Significance
Learning Styles	130	128	0.49	0.00	Significant at 0.05 level
Self-efficacy					

**Table 2: Relationship between Learning Styles and Self-efficacy of the Male Tribal Undergraduate Students.**

**Interpretation:** As per the H02 (There is no significant relationship between the learning style and self-efficacy of male tribal undergraduate students), the null hypothesis was rejected. It means that there was significant relationship between the scores of learning styles and self-efficacy level of male tribal undergraduate students at 0.05 level as the p-value of 0.00 is less than 0.05 for df 128. The correlation value ( $r$ ) is 0.49 which is positively indicating that self-efficacy level increases significantly when learning styles increases.

**H03: There is no significant relationship between the learning style and self-efficacy of female tribal undergraduate students.**

Groups	N	df	r	p-value	Significance
Learning Styles	123	121	0.47	0.00	Significant at 0.05 level
Self-efficacy					

**Table 3: Relationship between Learning Styles and Self-efficacy of Female Tribal Undergraduate Students.**

**Interpretation:** As per the H03 (There is no significant relationship between the learning style and self-efficacy of female tribal undergraduate students), the null hypothesis was rejected. There was significant relationship between the scores of learning styles and self-efficacy level of female tribal undergraduate students at 0.05 level as the p-value of 0.00 is less than 0.05 for df 121. The correlation value ( $r$ ) is 0.47 which is positively indicating that self-efficacy level increases significantly when learning styles increases.

## 8. FINDINGS AND DISCUSSION

The present study organized to explore the relationship between the learning styles and self-efficacy of tribal undergraduate students in respect to gender. According to the results of this study, all hypotheses were rejected and it was revealed that there was significant and positive relationship between the variables among the tribal undergraduate students in respect to their gender.

Firstly, the findings showed a significant and positive correlation between the learning styles and self-efficacy of tribal undergraduate students. It was positively indicating that the self-efficacy level increased significantly when learning styles increased.

Secondly, the result revealed that a significant and positive correlation between the learning styles and self-efficacy of male tribal undergraduate students. It was suggested that the self-efficacy level of the male tribal undergraduate students increased significantly when their learning styles increased.

Thirdly, the result showed that a significant and positive correlation between the learning styles and self-efficacy of female tribal undergraduate students. It was suggested that the self-efficacy level of female tribal undergraduate students increased significantly when their learning styles increased.

Finally, the findings revealed that the significant and positive correlation between learning styles and self-efficacy. These result will be emphasize to give more attention of teachers, policymakers and parents into the learning styles of the students and self-efficacy also.

## 9. CONCLUSION

The present study provides significant insight into the positive relationship between learning styles and self-efficacy among the tribal undergraduate students in respect to their gender. Notably, these results not only supported the initial research hypothesis but also expanded the existing knowledge in the field. It is highlighted the relationship between learning styles and self-efficacy of tribal undergraduate students.

It will be help to students, parents, teachers, educational administrators and policy makers to give more thoughtful about learning styles and level of self-efficacy of the students at undergraduate level.

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